

Thursday 8<sup>th</sup> January 2022  
 TWT lesson and alternative traditional tales.  
 Once upon a time, lived a little  
 The lovely Ducklings.

Once upon a time, lived a little, yellow duckling  
 named Big. He enjoyed what he did and he was  
 happy to be his self. He noticed some other  
 parents and ducklings.

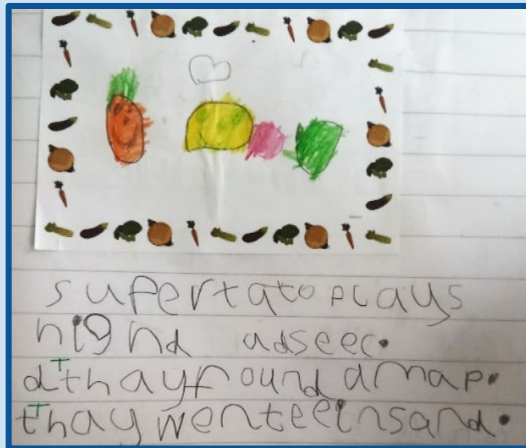
"What strange little ducklings are those?"  
 Sally little duckling, once asked when they were  
 young. The other ducks, came up to him with a smile  
 on their little face. She knew that the ducks were  
 mean and hateful. The ducks realized as her was  
 angry for his. The duckling never read and got mad  
 at them as she used to be her mean.

Her mean as a mean. She can be sure that any  
 single creature can know of her. Her mean as to  
 the other ducks. She couldn't get better by anyone, larger  
 or smaller. She was the only one. The other ducks  
 looked at her in surprise. The duckling was about  
 on face of them with a smile. The duckling stood  
 behind her mother.

"You are mean as a mean but her again." The other  
 ducks said.

The ducks were eventually nice to the duckling and  
 noticed her an everything they did to the duckling  
 and she was everything they happened. She heard  
 as a mean.

"How she thought, she happened." The ducks laughed, they



# English - Writing

## Westlands Primary School

# Implementation - Writing

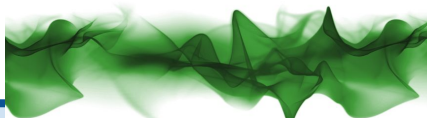
Writing is taught daily in all year groups, and is based upon expectations taken from National Curriculum end of year (EOY) expectations for each year group. Whilst DfE guidance states that Teacher Assessment Frameworks are for assessment at end of Key Stages 1 and 2 and not to be used as planning documents, teachers in Years 2 and 6 are mindful of these frameworks and plan to ensure coverage of all skills accordingly. Children are taught that writing is for a purpose and audience.

Planning for spelling and grammar is based upon Appendices 1 and 2 of the National Curriculum and we also use a low stakes approach to the teaching of spelling. Children are given opportunities to learn the spelling rules, practise their spelling and then assess how they are doing with low stakes assessment methods (from Years 2 to 6) as a planning scheme.

[Effective Learning Sequences Ver 2.0.pptx](#)



English: Writing  
*Effective Learning Sequences*



Teachers often refer to the Effective Learning Sequences, from Swale Academies Trust, when planning for English.

This provides TBATs for all required genres of writing:

- Descriptive
- Narrative
- Poetry
- Recount
- Instructions
- News report
- Persuasion
- Explanation
- Discussion

# Implementation - Writing

## **Writing in the Early Years Foundation Stage**

Writing in EYFS is embedded throughout the provision and can be seen inside the classrooms as well as in the outside area. The children in EYFS are encouraged to write throughout their free flow learning as well as during adult led carpet sessions. Evidence of writing in EYFS could be mark-making while laying on their stomachs on pieces of paper on the floor; forming letters in chalk in the outside area, writing labels for their creations in the construction zone or even on whiteboards during adult lead inputs- the opportunities to write are endless. The children learn that they can communicate through writing and this is in the form of the marks they make.

The children in EYFS always have a range of writing resources available to them to independently select from crayons, chalks, pens, pencils, paintbrushes, paper or even sand.

The adults in EYFS will plan to the child's interests but with the early learning goals in mind. Almost all children will be able to meet these goals by the end of EYFS and will be able to write recognisable letters, spell words by identifying sounds in them as well as writing simple phrases and sentences that can be read by others.

# Intent - Writing

## **Writing in Years 1-6**

During their time at Westlands Primary, children develop their writing skills by drawing upon knowledge gleaned from experiencing a range of writing from different authors, cultures and text types. They are shown examples of quality text and they are encouraged to actively engage with these through annotation and identifying their key features. Teachers plan sequences of learning using the National Curriculum intents for the relevant year group in mind - with a focus on the intended outcome and the skills and knowledge that pupils require to be successful writers.

Children are taught from an early age to plan out what they would like to write; either in pairs, groups or independently. This planning and early structure development is achieved through low-stakes writing activities, often on paper - which is then displayed on the class working wall. The English Working Wall in every classroom is a live and interactive document, which supports learning. Teachers use the wall to model examples of writing - to give children an idea of the intended outcome, as well as to model how to edit and improve writing.

Writing teaching sequences build in opportunities for speaking and listening activities - as well as ensuring that the writing is 'chunked' This then in turn, enables students to have time to edit, improve and discuss their writing with teachers and their peers. Children are taught to edit from the beginning of their writing journey - and this develops until they naturally know to look for errors, omissions and ways to develop their work by the end of Key Stage 2.

The intention and ethos that we hold for writing is that children know that writing is a skill that is built upon over time through the development of skills and broadening of knowledge. Mistakes and mind-changes are embraced - they know they can edit to better their writing after making the initial commitment to write. Pupils understand that it is ok to let ideas their flow; from early mark making in the sand or paint - through to writing sustained pieces as 'authors'. There is always the chance to make changes and be proud of a final draft. Children write in Draft Books, where they spend time in Years 3-6, editing in purple pen, to get their writing to a point that they are proud of and is a clear improvement upon the original draft. Editing in years 1-2 is less formal and often in happens in groups or pairs, and completed as a teacher-led session. Final pieces are written out again in a final draft, twice a term, so that writing can be displayed across the school.

# Implementation - Writing

At Westlands Primary School, we use TBAT statements (To Be Able To), which are created using the National Curriculum and presented in child-friendly language. End of Year (EOY) expectations are also recorded and these are taken directly from the National Curriculum for English, the Teacher Assessment Frameworks (for Years 2 and 6) or Appendix 2, as relevant.

The planning for the teaching of reading and writing at Westlands Primary, often develops using a core text. Each text is selected carefully with the children in mind and the year group curriculum requirements. Often, the text has cross curricular links and will support learning in Foundation Subjects. In all instances, writing begins with reading and discussing a text and annotating for possible writing, reading, vocabulary and grammar learning opportunities. From there, teachers plan the writing outcomes for the term. The text is then also used for some Reading lessons. The development of writing goes hand-in-hand with reading. Immersing the children in a text using speaking and listening techniques as well as developing comprehension. With consistent approaches this facilitates improved writing outcomes.



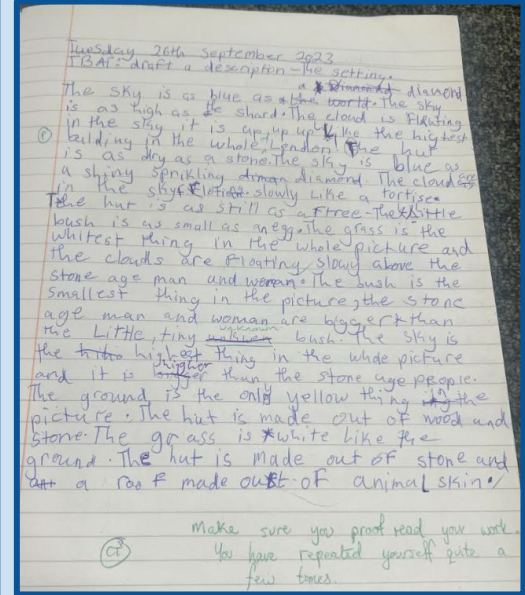


# Editing - Writing

Planning and composition are key in developing children's writing. However, to achieve good quality writing, children must be secure in the editing and improving process.

In the early stages of composition, children are given the opportunity to access good examples of the text type (WAGOLLS), annotate the features of a text and truly understand the purpose of the text. They can plan and write in pairs, or groups. Writing is low-stakes and children know that at the drafting and planning stage it is normal to make changes to what they have written. Children will see adults writing in class and editing as they do. Therefore, learners see that taking risks and making mistakes, as well as making choices as authors is an empowering part of writing.

PAG activities will be integrated into the sequence of learning which will support the genre and can also be incorporate into the editing process.



# Year 1 and 2



- Mini activities, whiteboard games in pairs or as a whole class.
- Skill focussed activities - full stop finder, or capital collector
  - Teacher modelled editing
- Pupils working with the adults to make choices and edit shared writing
- Little and often - throughout the writing process
  - edit sentences, or even change single word choices
- Whole lessons should not be dedicated to editing and improving - editing should be taught as an interwoven skill, not a stand-alone
- Reading their writing aloud - rehearsing orally and making edits at the verbal stage

- Editing games in groups/pairs/individually
- Whole class editing mini tasks - choose a focus each time to build on and consolidate skills
- Opportunities to read their writing aloud to check for sense
- Reading to check for punctuation, tense and idea expansion
  - Teacher modelled editing
- Pupils supporting adults with shared writing
  - Editing chunks of writing at a time
- Have the opportunity to edit a final piece
- This should not be a whole lesson activity - make it part of a lesson and facilitate lots of pair work and talk

## Year 3 & 4





Friday 18<sup>th</sup> November, 2022  
TBAT: Draft and Edit.

Good  
Job

Dear Mother,

How are you? I miss you so very much, and I hope you're doing well. <sup>personally</sup> Personally, I'm starting to feel less and less home sick. It's took quite a while for me to settle in, but I think I've <sup>finally</sup> ~~finally~~ got used to the 'evacuee lifestyle'. ✓

After leaving you and brother, my head's been going in circles, for some reason. I can't comprehend this is real. I hoped it was just some long nightmare, that would end any second. But I've come to the <sup>realisation</sup> ~~realisation~~ that this unfortunate event, will never <sup>be</sup> ~~come to~~ <sup>be</sup> ~~be~~ with being fair. ✓

Every minute, I miss you more. Which is why I'm <sup>here</sup> ~~here~~ sending you ~~this~~ on the train <sup>here</sup> ~~here~~. I made a friend, her name's Patricia. She was in the same position as me, her dad went to war, and her mum stayed home.

Since brother couldn't come (as in a month he'll be in war), I felt ever so lonely, but she was my <sup>temporary</sup> ~~temporary~~ comforter. My new mother is fear with rules, Patricia, and will never object to fun. Sadly, Patricia went to Kent instead. When he called out her name, I begged to differ. But the man crossly ~~disagreed~~. ✓

change this  
(sense) ✓

I pleaded for us to go together, however he begged to differ.

- Children may now need longer to edit - as pieces are longer. However, chunked editing activities are favourable to whole lesson
- Paired reading and editing. Read to each other and suggest edits. The writing owner remains the editor
- Reading aloud to check for precision of language selection, tone and tense
- Development of language for clarity and meaning and idea expansion - modelled by the teacher
- Editing in groups and pairs using a teacher given piece - with a success criteria. Children have a focus to work towards
- By UKS2 editing skills should be developed and secure - children should be editing beyond the basics

Year 5 & 6

## Collaborative planning of ideas and some examples of Working Walls



## Some edited and improved Year 6 writing.

Good  
Job

Friday 18<sup>th</sup> November, 2022  
TBAT: Doyt and Gdz.

Dear Mother,

How are you? I miss you so very much, and I hope you're doing well. <sup>Personally</sup> I'm starting to feel less and less home sick. It's took quite a while for me to settle in, but I think I've <sup>finally</sup> got used to the 'evacuee lifestyle'. ✓

After leaving you and brother, my head's been going in circles, for some reason. I can't comprehend this is real. I hoped it was just some long nightmare, that would end any second. But I've come to the <sup>realisation</sup> that this unfortunate event, <sup>has</sup> will never ~~come to terms~~ with being fair. ✓

Every minute, I miss you more. Which is why I'm <sup>here</sup> sending you this. On the train <sup>here</sup> I made a friend, her name's Patricia. She was in the same position as me, her dad went to war, and her mum stayed home.

Since brother couldn't come (as in a month he'll be in war), I felt ever so lonely, but she was my <sup>temporary</sup> comfort. My new mother is fair with rules <sup>Patricia</sup> and will never object to fun. Sadly, Patricia went to Kent instead. When he called out her name, I begged to disagree. But the man crossly disagreed. ✓

I pleaded for us to go <sup>change this (sense)</sup> together, however he <sup>begged</sup> to disagree.

## A final draft

Thursday 17<sup>th</sup> March 2022  
TBAT: write a mystery narrative

It all started in 1841 in London when a little boy with disgusting, ripped shorts, ~~with~~ with muddy stains and a brown t-shirt with dirt and stains, hadn't been washed for who knew how long was at a horse. However it wasn't just an ordinary horse. It had cobblestone gravestones and cobblestones dangling down. I jested moss lay on the door. It stood on a hill with no one around for miles away.

He slowly entered the horse, his heart beating faster than ever. His feet pressing hard on the mat. The mat was old with dirt and dust as it sprung into his eyes. He stepped away. The floor cracked and some were missing. As he walked further, the door slammed shut. Boom!

The little boy was shocked with fear. He went back to the door, as it couldn't see him the wind. But it wasn't. He tried to open it. However it was locked. He heard a voice that called to him saying, 'your stick in there for ever unless you do as I say'. The boy was frightened, he screamed. However there was no one about for miles away, so he screamed as loud as he could but no one.

He sat in the corner and shut his eyes, hoping was just a dream. But it wasn't. If he just sat there though, he wouldn't be able to escape. So, he got up.



# Inclusive Practice

## Primary Writing

### Additional Inclusive Teaching Strategies for All Pupils Specific To English

- Use of the school marking code or symbols to remind learners of key skills#
- Use story maps with actions - If you draw your story map from top to bottom, left to write, learners can point at each symbol as they retell it. Use the same symbols and gestures to match each time,
- Rehearse new words. Practise saying them together in a high voice, a low voice, a fast voice, and a slow voice. Come up with an action together (or use a Makaton action), then say the word and show the action to reinforce
- New vocabulary is planned for and taught in context.
- Multisensory approaches to learning
- Learning is chunked. Mix of teacher talk with partner talk, opportunities to write ideas on a whiteboard, and feedback through gesture etc.
- Movement breaks

### Additional adaptations for SEND pupils Specific To English

- Opportunities to secure the basics of letter formation, pen grip
- Use of dictation activities to enable pupils to practice writing using the phoneme - grapheme correspondences they know
- Picture and word banks of key vocabulary.
- Working wall for sharing new, useful or interesting words.
- Pre-teach. For example, if you are starting a new text on a Monday and know a learner will need more time to process it, find time for them to read it before.
- Use of visual prompts and supports

## Resources:

- Clicker 8
- Chromebooks
- Sentence building games
- Beat Dyslexia
- Lexia
- Typing programs
- Colourful Semantics
- Beat Dyslexia

At Westlands Primary, we teach writing using Colourful Semantics.

This supports and benefits all learners, but is especially supportive of SEND pupils to help them understand the basic structures of writing and develop their skills as authors.



# Who can you use Colourful Semantics with?



Colourful Semantics can be used to help all children develop their language, but can be especially helpful for children with a range of Speech, Language and Communication Needs (SLCN) including:

- Developmental Language Disorder
- Developmental Delay or Disorder
- Autistic Spectrum Disorder
- Down Syndrome
- Dyslexia
- Literacy Difficulties
- English as an Additional Language (EAL)

Better yet, Colourful Semantics works brilliantly as a whole-school approach for supporting language and literacy development and can be used in all classrooms.

Who?



Doing what?



What?



Where?







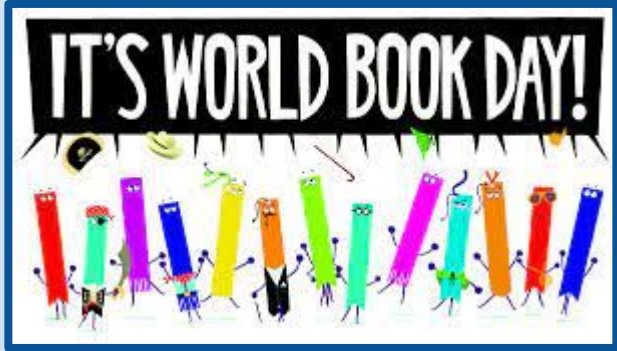
# Why use Colourful Semantics?



Research into Colourful Semantics has found that it:

- Encourages a wider vocabulary
- Makes sentences longer
- Helps children to answer questions
- Develops use of nouns, verbs, prepositions and adjectives
- Improves story-telling (narrative) skills
- Can be transferred to written sentences and written language comprehension
- Can be carried out individually or in small groups

# Enrichment Activities



**Whole school writing weeks -  
focusing on one genre to track  
progression across the school**

- World Book Day
- Winter Writing
- Whole school text writes (Chalk, The Tin Forest, The Day the crayons quit)



Whole school  
Winter Writing



# Impact of your curriculum

## **How Impact is Measured**

English at Westlands Primary School is assessed according to the end of year expectations for each year group. The Hertfordshire Grid for Learning Writing Assessment grids are used on an ongoing basis by teachers in Years 1-6 to continuously assess pupil learning and plan sequences of writing which will meet pupil need, as well as planning effective provision to accelerate learning and address learning gaps.

## **English Assessment in EYFS**

The EYFS Profile outlines the seventeen early learning goals (ELGs) against which children are assessed - of which 'Literacy: Reading' is the ninth and 'Literacy: Writing' is the tenth. The ELG for Reading states that *'Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud and accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.'*

The ELG for Writing states that *'Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.'*

As per guidance in the 'Early Years Profile Foundation Stage Handbook', Reception teachers at Westlands Primary assess primarily based upon observation of a child's daily activities, particularly the learning which a child demonstrates spontaneously, independently and consistently in a range of contexts. Children are assessed according to the criteria for the expected standards in each ELG. At the end of the academic year, a judgement is made describing the extent to which a child has met each of the ELGs for Reading and Writing (alongside the other fifteen).

Children are defined as having reached a 'Good Level of Development' (GLD) at the end of the EYFS if they have achieved at least the expected level in the ELGs in the prime areas of learning (personal, social and emotional development; physical development; and communication and language) and the ELGs in the specific areas of mathematics and literacy.